



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

550 South Ironwood, Apache Junction, AZ 85220

Apache Junction Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Mary Petroff
Schedule : 07:00 AM to 04:00 PM
Grades : K-5
Web Address : smes.ajusd.org
Phone Number : (480) 982-1110
Fax Number : (480) 982-4978
E-mail : mpetroff@smes.ajusd.org

Mission

We believe children are special unique human beings differing in capabilities, learning styles and personality needs. We assume the responsibility of providing equal educational opportunities and necessary resources where all children may reach their individual potential.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Motivate students to read and increase comprehension, development of literal, inferential and evaluative thinking skills.
- ü Increase student ability to use appropriate computational skills and solve word problems at designated grade levels.
- ü Increase technology skills at all grade levels.
- ü Increase the use of the Accelerated Reader Program to improve test scores.

Enrollment

October 1, 2005 School Year Student Enrollment : 699
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 27

Superstition Mountain Elementary School

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü ELL
- ü Special Needs Preschool
- ü Title I
- ü Character Education
- ü Special Education Enrichment Room
- ü Autistic Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To communicate on-going activities via monthly newsletters and parent programs. A code of conduct book is sent home with students for disciplinary actions. Midterm progress reports and conferences are held quarterly. An open-door exists for parent concerns. We also have a website and all teachers have email addresses.

Parents

Parents' responsibility to ensure their child is attending school regularly, immunized; provide correct documentation; birth certificate, updated phone numbers, address; ensure the child is in good health, assist with homework, and communicate with the teacher. It is also the parent's responsibility to teach their child proper behaviors.

Transportation Policy

All students must behave appropriately and responsibly. Drivers are trained in assertive discipline. Transportation is provided to all students who live more than one mile from school. Exceptions are made for Pre-K and Kindergarten.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Cyber Fair Web Page	1997
ü State Award Children's Books Publisher	1998
ü First and Second Place in Battle of the Books	2002
ü First and Second Place STOP Program	2004

Superstition Mountain Elementary School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	472	80010	100	98	99	459	448	447	6	9	10	12	16	18	64	58	53	18	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	221	38935	100	99	99	458	447	447	10	10	9	11	14	19	57	59	55	21	16	17
Male	69	251	40974	100	98	98	459	449	448	3	8	11	12	18	18	70	57	52	16	17	19
African American	NC	10	4201	NC	100	99	NC	NA	430	NC	NA	17	NC	NA	23	NC	NA	51	NC	NA	9
Hispanic	48	122	34545	100	100	99	446	433	432	13	12	14	8	20	24	67	60	53	13	7	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	75	324	35142	100	97	99	465	453	465	NA	8	5	15	15	11	64	58	56	21	20	28
Students with Disabilities	16	77	10161	100	91	93	434	412	419	19	30	28	25	32	28	56	34	36	NA	4	8
Students without Disabilities	114	395	69849	100	100	100	461	454	451	4	5	7	10	13	17	65	63	56	21	19	19
Limited English Proficient Students	14	29	14013	100	100	97	415	403	413	29	34	24	14	28	34	57	38	39	NA	NA	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	66	216	39029	97	96	98	448	434	432	6	14	14	14	20	25	73	57	52	8	8	9
Non-Economically Disadvantaged	64	256	40981	100	100	100	470	459	462	6	5	6	9	13	13	55	58	54	30	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	450	79438	97	94	98	464	455	451	5	6	9	14	21	24	74	64	56	7	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	216	38775	98	97	99	467	460	457	8	6	7	12	17	22	68	65	58	12	12	13
Male	65	234	40560	96	91	97	461	451	446	2	6	12	17	25	25	78	62	54	3	7	9
African American	NC	10	4178	NC	100	98	NC	NA	439	NC	NA	13	NC	NA	29	NC	NA	52	NC	NA	6
Hispanic	45	117	34297	96	98	98	448	440	434	11	10	14	18	27	31	64	57	50	7	5	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	73	307	34887	97	92	98	472	461	471	NA	5	4	12	18	15	81	66	63	7	11	18
Students with Disabilities	11	55	9588	69	65	88	459	424	416	9	16	30	36	42	32	55	38	34	NA	4	5
Students without Disabilities	114	395	69850	100	100	100	464	459	456	4	5	7	12	18	23	75	67	59	8	10	12
Limited English Proficient Students	12	26	13856	86	90	96	401	404	407	42	35	27	17	35	43	42	31	29	NA	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	61	200	38685	90	89	97	451	440	435	7	10	14	16	27	32	77	61	50	NA	3	5
Non-Economically Disadvantaged	64	250	40753	100	98	99	477	467	467	3	3	5	13	17	16	70	66	62	14	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	475	79971	100	99	99	432	415	423	8	10	8	33	43	41	55	43	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	221	38974	100	99	99	441	428	437	8	8	5	25	37	33	62	51	57	5	5	4
Male	68	254	40895	100	99	98	423	405	410	7	11	10	40	49	47	49	37	41	4	3	2
African American	NC	10	4203	NC	100	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	48	122	34481	100	100	99	413	408	410	13	11	10	33	44	46	48	41	43	6	4	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	74	327	35150	99	98	99	442	417	437	4	9	5	32	43	35	59	43	56	4	4	5
Students with Disabilities	16	82	10258	100	96	94	390	355	377	25	29	23	56	56	51	19	12	25	NA	2	1
Students without Disabilities	113	393	69713	100	99	100	436	427	429	5	6	5	29	41	39	60	50	52	5	4	3
Limited English Proficient Students	14	29	13985	100	100	97	346	359	382	36	28	18	36	45	54	29	28	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	66	219	38994	97	97	98	414	398	409	11	13	10	36	48	47	53	37	41	NA	1	1
Non-Economically Disadvantaged	63	256	40977	100	100	100	451	430	437	5	7	5	29	39	34	57	49	56	10	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Superstition Mountain Elementary School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	488	80147	98	98	99	482	488	482	8	8	11	13	15	17	59	55	49	19	23	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	236	39281	98	98	99	474	483	483	11	9	9	20	18	17	53	54	50	16	19	24
Male	61	250	40780	98	97	98	488	493	482	7	7	12	8	11	17	64	56	48	21	26	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	39	114	33494	98	99	99	478	481	466	13	13	15	18	18	23	46	50	49	23	19	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	64	351	36122	98	97	99	485	489	501	6	6	5	9	14	10	69	58	50	16	22	35
Students with Disabilities	18	88	10295	90	91	92	472	451	443	17	27	33	17	28	26	67	36	33	NA	8	8
Students without Disabilities	88	400	69852	100	100	100	484	496	488	7	4	7	13	12	16	58	59	51	23	26	26
Limited English Proficient Students	NC	21	12722	NC	100	97	NC	430	441	NC	38	27	NC	29	33	NC	33	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	56	226	38371	98	95	97	467	475	465	14	13	15	21	17	23	55	58	49	9	12	13
Non-Economically Disadvantaged	50	262	41776	98	100	100	499	500	498	2	3	6	4	13	11	64	52	49	30	32	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	473	79686	94	95	98	479	486	470	10	5	11	21	19	24	61	64	57	8	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	230	39163	98	96	99	471	484	475	11	6	9	22	19	22	62	66	60	4	10	10
Male	56	241	40438	90	93	97	484	487	465	9	5	13	20	19	25	61	61	54	11	15	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	37	109	33299	93	95	98	473	477	452	16	9	17	16	21	32	57	58	47	11	12	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	61	342	35914	94	94	98	483	489	489	5	4	5	25	19	15	64	65	67	7	13	14
Students with Disabilities	13	72	9808	65	74	87	442	447	432	23	18	35	46	47	32	31	32	30	NA	3	3
Students without Disabilities	88	401	69878	100	100	100	483	493	475	8	3	8	17	13	23	66	69	61	9	14	9
Limited English Proficient Students	NC	18	12594	NC	86	96	NC	428	422	NC	39	34	NC	39	45	NC	17	21	NC	6	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	53	216	38095	93	91	97	463	472	452	17	8	17	26	26	32	51	58	48	6	7	3
Non-Economically Disadvantaged	48	257	41591	94	98	99	496	497	486	2	3	6	15	12	16	73	68	65	10	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	487	80372	94	98	99	475	473	475	7	4	4	24	31	30	70	63	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	236	39452	98	98	99	485	481	488	7	3	3	20	25	22	73	69	72	NA	3	3
Male	57	249	40836	92	96	98	468	465	464	7	4	6	26	37	37	67	58	56	NA	0	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	38	112	33608	95	97	99	463	467	462	11	5	6	21	30	36	68	63	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	61	352	36213	94	97	99	483	475	489	5	3	2	25	32	22	70	63	72	NA	1	3
Students with Disabilities	14	85	10526	70	88	94	434	433	427	21	13	15	50	56	53	29	28	31	NA	2	1
Students without Disabilities	88	402	69846	100	100	100	481	481	482	5	2	3	19	26	26	76	71	69	NA	1	2
Limited English Proficient Students	NC	20	12747	NC	95	97	NC	390	432	NC	25	12	NC	65	52	NC	10	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	54	229	38521	95	97	98	466	460	461	9	6	6	30	38	38	61	55	55	NA	0	1
Non-Economically Disadvantaged	48	258	41851	94	98	100	486	484	489	4	2	3	17	26	22	79	70	72	NA	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Superstition Mountain Elementary School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	458	79306	93	97	99	503	501	504	8	8	13	16	22	20	60	57	49	15	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	237	38845	91	98	99	503	499	505	4	7	11	17	26	20	65	54	50	15	13	18
Male	50	221	40383	96	95	98	503	503	504	12	9	14	16	18	19	56	59	47	16	14	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	32	98	32673	86	93	99	493	495	487	9	10	18	19	21	25	63	58	46	9	10	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	62	346	36234	98	98	99	507	502	523	8	8	6	15	22	13	61	57	52	16	14	28
Students with Disabilities	NC	56	10286	NC	81	91	NC	456	462	NC	38	41	NC	36	27	NC	27	27	NC	NA	5
Students without Disabilities	93	402	69020	99	100	100	505	507	510	8	4	9	15	20	18	61	61	52	16	15	21
Limited English Proficient Students	NC	14	10291	NC	93	96	NC	453	458	NC	36	38	NC	36	34	NC	29	26	NC	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	47	201	37437	89	95	97	498	491	486	6	10	19	21	28	26	60	54	46	13	8	9
Non-Economically Disadvantaged	51	257	41869	98	98	100	508	509	521	10	7	7	12	17	14	61	59	51	18	17	27

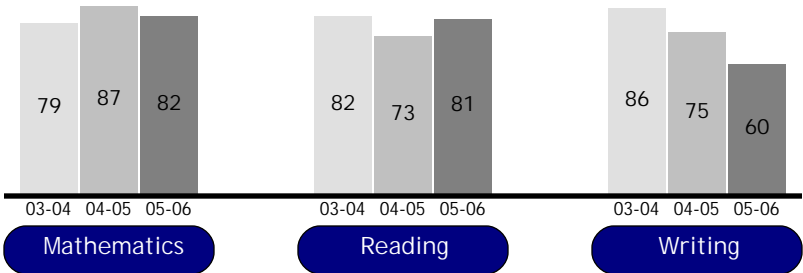
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	449	79000	91	95	98	504	495	489	2	4	10	19	21	24	69	67	58	10	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	232	38774	91	96	99	505	497	494	NA	3	7	19	21	22	73	67	61	8	9	10
Male	48	217	40150	92	94	98	502	493	485	4	5	12	19	22	25	65	66	55	13	8	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	31	98	32508	84	93	98	492	486	472	3	6	15	23	24	33	68	66	49	6	3	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	61	336	36135	97	95	98	509	498	508	2	3	4	16	20	14	70	67	67	11	10	15
Students with Disabilities	NC	46	9991	NC	67	88	NC	459	449	NC	17	33	NC	39	36	NC	43	29	NC	NA	2
Students without Disabilities	93	403	69009	99	100	100	504	499	495	2	2	6	18	19	22	69	69	62	11	9	10
Limited English Proficient Students	NC	14	10199	NC	93	95	NC	449	439	NC	29	35	NC	43	47	NC	29	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	47	197	37234	89	93	97	494	486	472	4	6	15	17	25	33	74	64	50	4	5	3
Non-Economically Disadvantaged	49	252	41766	94	97	99	513	503	505	NA	2	5	20	18	16	63	68	65	16	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	465	79611	97	98	99	515	500	496	4	6	7	25	32	37	72	61	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	239	39016	96	99	99	530	516	511	2	3	4	22	28	29	76	69	66	NA	1	1
Male	51	226	40519	98	97	98	500	482	482	6	10	10	27	38	44	67	53	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	35	103	32855	95	98	99	502	498	481	6	7	10	34	32	43	60	61	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	62	347	36380	98	99	99	519	500	511	3	6	4	21	33	30	76	61	65	NA	1	1
Students with Disabilities	NC	65	10664	NC	94	94	NC	424	440	NC	31	23	NC	40	54	NC	29	22	NC	NA	1
Students without Disabilities	93	400	68947	99	99	100	519	511	504	2	2	4	24	31	34	74	66	61	NA	1	1
Limited English Proficient Students	NC	15	10362	NC	100	97	NC	442	438	NC	27	22	NC	47	57	NC	27	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	51	207	37626	96	98	98	511	488	479	2	8	10	33	37	45	65	55	45	NA	NA	0
Non-Economically Disadvantaged	51	258	41985	98	99	100	519	509	511	6	4	4	16	29	30	78	66	65	NA	1	1

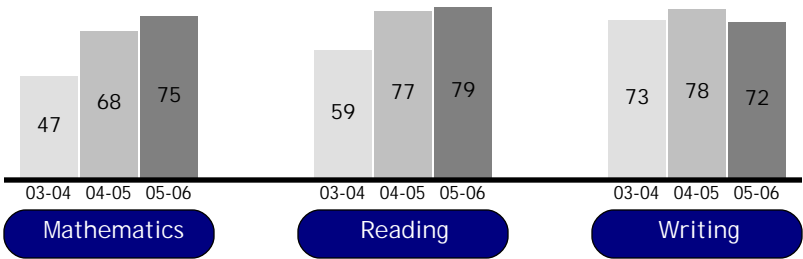
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	60	NA	58	96	59	55	47	100	54	56	46
	Language	100	67	52	50	96	69	58	47	100	61	65	48
	Mathematics	100	81	66	64	96	70	57	50	100	58	59	52
3	Reading	99	61	NA	55	97	46	50	44	93	59	54	46
	Language	100	68	60	61	97	48	47	44	97	54	46	46
	Mathematics	100	78	66	61	97	57	52	51	97	65	54	52
4	Reading	92	59	NA	56	100	53	53	48	91	52	63	52
	Language	93	55	53	52	100	52	55	49	92	54	63	52
	Mathematics	93	65	62	61	100	54	54	53	95	54	59	58
5	Reading	100	58	NA	55	98	55	56	50	90	68	61	56
	Language	100	60	53	49	98	54	55	50	96	63	58	54
	Mathematics	100	67	62	63	97	46	48	49	92	50	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Superstition Mountain Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Activity Budget
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Tax Credit Money Use
- Ü Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	15.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	5	0	0
4 to 6 years	4	4	0	0
7 to 9 years	2	7	0	0
10 or more years	3	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Full-size Gymnasium
- Ü Title I Learning Center
- Ü Computer Lab
- Ü Library / Media Center

Extracurricular Activities

- Ü City-supported Athletic Programs
- Ü Library Club
- Ü Student Council
- Ü Music lessons
- Ü Mentoring

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services

Superstition Mountain Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Implementation of Peace Bridge and Conflict Management program. This is completely run by students. Helps students deal with conflict in a peaceful manner.
- Ü State award for student book publishing, fourth grade. Our student achievement has increased yearly.
- Ü Winners in the District Student Technology on Parade awards.
- Ü Math Bee winners as well as Battle of the Books.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Closed campus. No one enters without a pass. Picture ID asked before students are released. No student is released to an adult unless their name is on a list provided by the parent. All gates locked after 8:20 a.m. and not opened again until 2:50 p.m.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mary Petroff	(480) 982-1110
Transportation Policy	Jill Nordick	(480) 982-1110
Community Resources	Lailani Cappelletti	(480) 288-2955
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	PTO	(480) 982-1110
Student Health/Nurse	Tami Tomasetti / Celeste Cruz	(480) 982-1110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.